

University News

MONDAY, SEPTEMBER 18, 1989

Rs. 2.50



Convocation of Sri Padmavati Mahila Visvavidyalayam. From L to R : Dr. (Mrs.) K.A. Parvathy, Registrar, Prof. Kamal H. Bhansali, VC, SNDT Women's University, who delivered the convocation address, Smt. Kumudben Joshi, Governor of Andhra Pradesh & Chancellor, Prof. K. Rajyalakshmi, Vice-Chancellor and Dr. Vasireddy Sita Devi, recipient of D.Litt. Degree (Honoris Causa).

INDIAN INSTITUTE OF MANAGEMENT, CALCUTTA

invites applications for admission to the programme leading to the title of

FELLOW

of the Indian Institute of Management, Calcutta commencing from July, 1990
(Recognized as equivalent to Ph.D. by the Association of Indian Universities and the Ministry of Human Resource Development, Government of India)

The Fellow Programme offers students an opportunity for full time advanced study and research at the doctoral level in Management as well as in selected basic disciplines. Students who complete the programme are equipped for careers in teaching, research and consultancy. A student normally pursues the programme for a period of three to four years. On successful completion, he is awarded the title 'FELLOW' of the Institute. A student spends one to two years on course work and about two years in writing a thesis of doctoral standard involving original research work

The Institute offers the following Fellow Programmes :

1. MANAGEMENT with specialisation in—(a) Behavioural Sciences (b) Finance and Control (c) Management Information Systems (d) Marketing (e) Operations Management (f) Personnel Management & Industrial Relations.

2. ECONOMICS 3. MATHEMATICS FOR MANAGEMENT 4. OPERATIONS RESEARCH & SYSTEMS ANALYSIS 5. REGIONAL DEVELOPMENT 6. SOCIOLOGY 7. STATISTICS.

Eligibility : An applicant should have (i) a Master's degree in any relevant discipline or equivalent professional qualifications with at least 55% marks or (ii) a First Class Bachelor's degree in Engineering/Technology. Students expecting to complete their Master's degree or equivalent examinations before July, 1990 may also apply. For SC/ST candidates the eligibility conditions may be relaxed.

Financial Assistance : Depending on his/her qualification and experience a student will get a scholarship of either Rs. 1800/- or Rs. 2400/- per month during the first two years of study and Rs. 2100/- or Rs. 2500/- for the remaining two years. In addition each student is given an annual contingency grant of Rs. 5000/-. No tuition fee will be charged.

How to Apply : Applying for Fellow Programme involves two steps.

Step One

All candidates applying for the Fellow Programme of IIMC must take the Common Admission Test (CAT) on SUNDAY, DECEMBER 10, 1989. CAT material may be obtained from any of the designated branches of the State Bank of India. A list of SBI branches designated for distribution of CAT form could be seen from the CAT advertisement in various daily newspapers published during the second week of September, 1989.

Last date for collecting CAT material from the designated SBI branches is October 13, 1989.

Last date of receiving completed CAT forms by the IIMs is October 27, 1989.

Step Two

Besides the Common Admission Test Application, a candidate will also have to submit an application for admission to the Fellow Programme in a prescribed form, which is obtainable from the Executive Assistant, Fellow Programme, Indian Institute of Management, Calcutta, Joka, Diamond Harbour Road, Post Box No. 16757, Alipore Post Office, Calcutta-700 027. The candidates will be required to send a crossed Bank Draft for Rs. 25/- (non-refundable) drawn in favour of Indian Institute of Management Calcutta which is payable at par at Calcutta branch of any bank, and one self-addressed slip (9 cms x 6 cms) while requesting for the application form. There is no fee for SC/ST candidates, provided they submit an attested copy of the SC/ST certificate.

There will be a separate Research Orientation Identification Test (ROIT) on SATURDAY, DECEMBER 9, 1989.

Candidates applying for Fellow Programme of IIMC must take CAT in Bangalore, Bombay, Calcutta, Delhi, Hyderabad and Madras only as they have to take the additional test of ROIT which is administered only in these centres. Last date for receiving requests for Fellow Programme application forms : OCTOBER 16, 1989.

Last date for receiving completed application forms : OCTOBER 30, 1989.

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Editor :
SUTINDER SINGH

Development of Higher Education in India

S.K. Khanna*

Prof. Sudershan Kumar Khanna, Secretary, University Grants Commission, delivered the 5th Tega Endowment Lecture on Development of Higher Education in India at the Jawaharlal Nehru Technological University recently. Prof. Khanna stressed the need to improve undergraduate education by starting five year undergraduate courses, strengthening cooperative institutions, developing selected colleges into centres of excellence and establishing linkages with economic activities relevant to local needs. Full text of Prof. Khanna's lecture is reproduced for the benefit of our readers.

India has a long tradition of learning and scholarship from ancient times. Universities like Taksasila and Nalanda flourished in our country till the beginning of the middle age. In the middle ages, Mohammadan rulers encouraged higher education through the establishment of chain of Madrasahs throughout the country. These institutions, besides teaching in theology imparted learning in traditional areas of Humanities and Social Sciences, and in the art of healing.

Year 1857—was a landmark in the history of our country. It was in this year, the foundation for a modern university was laid. The first university was established at Calcutta followed immediately by two more universities at Bombay and Madras. These universities at that time maintained affiliating character keeping in view the model of the London University. Panjab and Allahabad Universities were established in 1882, and 1887 respectively with almost similar character as of the first three universities. The Government Resolution on Education in 1913 also defined the concept of jurisdiction which inturn helped in establishing universities at Dhaka, Aligarh and Banaras, followed by universities at Rangoon, Patna and Nagpur; Mysore and Hyderabad.

Year 1947 is another landmark when India became independent and freed herself from the yoke of the British rule and took up the reigns of the country and embarked upon massive plans for alround development. The higher education system virtually underwent an explosion. In a short span of two years from 1947 to 1949, seven more universities came into existence in Rajasthan, Punjab, Assam, Maharashtra, Gujarat and Jammu & Kashmir. The growth of higher education institutions in India over a span of 130 years has been dramatic and particularly so in the post independence period of 40 years.

A quick review of one decade (1978-1988) will show that the number of universities have increased from 118 to 164. Increase in the number of colleges is from 4460 to 6500 and the students' enrolment from 2.6 million to 3.8 million. The growth of higher education during the post independence period has been very fast compared to that of a

*Secretary, University Grants Commission, New Delhi.

period of 100 years prior to 1947. This sudden growth in quantitative terms did cause extraordinary stresses/strains in the system. The university structure also underwent innovations in many ways from the traditional model of affiliating type to institutions deemed to be universities, etc. Later universities with rural agriculture bias called agricultural universities/institutions were added. System was enriched in recent years by the establishment of Institutions of National Importance like IITs, AIIMS, etc. Needless to say that this growth owes itself to the significant contributions made by our academicians, bureaucrats and national leadership.

The first serious attempt to give the educational set up in India a truly national character was the setting up of an Education Commission immediately after independence under the Chairmanship of Dr. Sarvapalli Radhakrishnan, the eminent educationist, philosopher and statesman. He observed in his report that the purpose of all education is to provide a coherent picture of the universe and the integrated way of life and this then has to be not a collection of distracting scraps but should be a harmony.

The Government of India reviewed the University Grants Committee constituted in 1945 and in the light of the Radhakrishnan Commission Report (1948-49), set up the University Grants Commission (UGC) in 1953. It became a Statutory Body in 1956 by an Act of Parliament. Similar institutions came into being for Agricultural Education and Technical Education. The Indian Council of Agricultural Research became an autonomous body after its re-organisation in mid Sixties and the All India Council of Technical Education which was set up in 1945 became a Statutory Body by the Act of Parliament in 1988.

The Govt. of India felt the need for a comprehensive review of the education system with a view to initiating educational reconstruction in an integrated manner towards the end of Third Five Year Plan. Another Education Commission (1964-66) was set up under the Chairmanship of Prof. D.S. Kothari, the then Chairman of the University Grants Commission. The recommendations of this Commission brought out the special role of Indian universities in the context of Indian society, and identified additional responsibilities of the system for national development. The Commission also defined for the first time the leadership role of the university system towards extension activities, in addition to teaching and research.

The Government accepted a Policy on Education

in 1968 which *inter alia* gave recommendations to promote higher education by developing colleges and university departments for strengthening their infrastructure facilities, organisation of postgraduate courses by taking qualitative measures by setting up Centres of Advanced Studies and providing Support for Research. It also stipulated that the duration for the first degree level should be on the pattern of 10+2+3. Simultaneously, the Government expressed its concern over establishment of new universities and colleges without adequate preparations, planning, and investments. It also envisaged five yearly review of the progress linked with the Five-Year development plans.

Through many efforts of the kind mentioned above, the higher education sector in India has undergone only marginal changes in its frame. It however displayed a high level of elasticity and capability to adapt to various prevailing conditions in the educational scenario.

Let us have a quick look on the growth of the higher education system and its various components and attempt to appreciate the complexity of the problem. At present, there are 164 universities including institutions deemed to be universities, 6500* (estimated) colleges (out of which only 3500 colleges receive central financial assistance). The total enrolment of undergraduate students in various disciplines is 3.3 million and the postgraduate enrolment is half a million. Doctoral and research enrolment is 10% of the postgraduate enrolment. The university system offers programmes in almost all traditional disciplines and inter-disciplinary areas. The number of Centres of Advanced Studies and Departments of Special Assistance is about 195. It is estimated that almost over 10,000 Research Fellows in Sciences, Social Sciences & Humanities, Engineering & Technology, Agriculture and Medicine, etc. are engaged on major research projects and receive central assistance. There are over 200 Research Scientists working in the system on tenure basis. There are almost 55,000 teachers in the university system and over 2,00,000 teachers in the college sector. These data give an idea of dimensions of the higher education system in the country.

These statistics, however, do not fully reflect various numbers under ICAR, ICMR and AICTE. One must realise that India with the current students' population is third largest system in the world; only USA and USSR have larger systems. Even with this size of the higher education system in India only less than 10% of the country's population in the relevant age group is currently enrolled in the institutions of

higher education. The annual growth of students enrolment and annual growth of universities/college/institutions is between 4 to 6%. This accounts for one new college being established every two to three days! No doubt, this may look overwhelming, yet the fact is that we have not yet been able to fulfil our obligations to the society, especially towards the under privileged and women. The scene is slowly showing marginal improvements. It has been estimated that about 30% of the student enrolment is women and 12% is from the under privileged sections at present.

Discussions relating to the New Education Policy 1986 continued long after the formulation of the Seventh Five Year Plan. Many of the initiatives suggested in the Education Policy have just begun to show a difference. There has been 135% increase in the Plan funds of the UGC during 1985-90 over Sixth Plan period. This increase accounts for 115% (increase) for the non-plan funds. The estimated expenditure during the Seventh Five Year Plan period would be over Rs 1400 crores on UGC schemes compared to Rs. 632 crores during the Sixth Plan period.

The university and college teachers have been given better pay-scales to attract the best talent to the teaching profession. A code of ethics and procedure for performance appraisal have been evolved in consultation with teachers' organisations for the first time in the history of higher education system.

A qualifying test for the recruitment of teachers for their first appointment as Lecturer has been prescribed. Institutional arrangements have been made for providing facilities to teachers for improvement of their skill and provide programmes for teachers to participate in Refresher Courses. 43 Academic Staff have been established in the University System during 1987-88 and till December, 1988, Over 4000 teachers have already undergone various courses conducted by these Academic Staff Colleges. Almost 70% of the institutions under the college sector have so far been covered by the FIP programme under which the college teachers are encouraged to acquire research qualifications at the state expense. Over 500 college teachers have been awarded travel grants in recent two years to enable them to participate in International Conferences abroad.

Another area in which we have made significant progress is in establishing autonomous colleges. Despite an inertia in the system and reluctance among

university communities to break away from the traditional set up of affiliating colleges, nearly 100 colleges have become autonomous creating an atmosphere conducive to improved teaching methods, curriculum innovation, examination reforms, etc.

Coming to maintaining standards in higher education, it has to be understood that standards are not to be defined merely in the context of curriculum. More important is the quality of education and commitment to learning, freedom to innovate, an impatience to pseudo learning and aversion to mediocrity. This is something which cannot be achieved through regulatory measures. The important inputs in this direction have to be related to creation of conditions where initiative is recognised and encouraged and general norms laid down from time to time through discussions with the academic communities. The opening of new institutions without adequate preparations and provision of infrastructure is seriously hampering the maintenance of standards. The setting up of State Councils of Higher Education is a welcome move in this direction though the progress is slow. These Councils, it is hoped, would develop and adopt some rationale for the establishment of new institutions.

Setting up of cooperative institutions within the university system is a new step. Two Inter University Centres have come up. These are the proto-type of National Research Centres. Only a beginning has been made in this direction and we need to go a long way. Efforts are afoot to link national laboratories and research institutions with them to develop a symbiotic relationship between them and the university system.

Every cloud has a silver lining. Our university system in spite of its shortcomings, has its own achievements. For example, the university system has contributed a large proportion of fellows to the national academies. Large number of prestigious national awards are also taken by the university academics. Developing human resource for the R&D efforts of the country is another sector where our universities have exclusive leadership. The fact is, no country in the world is fully satisfied with its educational system and so are we.

Let us review briefly some aspects which need our urgent attention. We need to improve the quality of our undergraduate education. For this, selected colleges in each State need to be strengthened as institutions of excellence. Starting of Five Year

undergraduate courses may also lead to improvement in the quality of the higher education.

There is no escape, but to break away from traditional way of thinking. Higher Education sector would need a sustained mechanism to formulate plans for implementation. Efforts will be needed to improve the level of undergraduate education by attempting in a big way to redesign courses and establish linkages with the economic activities relevant to local needs. Infrastructural facilities would need to be strengthened for enhancing enrolment by adopting 'double shift' concept in a planned manner. Existing colleges which are non-viable will need to be adopted on selective basis to absorb increased pressure due to enrolment. The undergraduate enrolment would shortly touch 5 million and this expansion would pose a serious threat to the system particularly in maintenance of standards. Measures will have to be taken to offset the pressure of enrolment by taking steps to link it with distance education. For this purpose, appropriate linkages between formal and non-formal education will have to be established by providing necessary interchanges.

Measures need to be taken to strengthen the infrastructure facilities in Science and Technology sector by enhancing the inputs and involving large number of university departments. This would ensure excellence and encourage faculty to attain a high research level and to help the country to maintain leadership.

There seems to be a need for strengthening the concept of cooperative institutions by adding more number to the existing few. This could materialise if the universities encourage the concept of networking and participate in such collaborative programmes and in turn, may reduce the overall investments and provide unique facilities to us comparable with best anywhere in the world.

One must be conscious of the fact that our higher education system will owe an explanation to the society at large for its role in eradication of illiteracy. It is gratifying to note that significant strides have already been made during the Seventh Five Year Plan. However, we have not been able to provide formal structural linkages between the extension programmes and education programmes. Measures have to be taken to evolve such linkages.

Special efforts are necessary for the adoption of latest educational technology and use of mass media

by strengthening existing Educational Media Research Centres and by developing national networking.

The concept already developed in involving the universities to assess each other mutually on a voluntary basis, needs to be concretised by establishing Accreditation and Assessment Council to bring up some universities to the national standards.

While it is true, the higher education generates human resource for the developmental sectors, the spending on higher education is not proportionate compared to other sectors. One must recognise that the output of the higher education has to be decided by absolute comparison between what we spend and what other countries of the world spend. Quality and quantity of human resource have to be comparable with best in the World. Realising the fact that knowledge is becoming obsolete fast and there is a continuous need for updating it, one should appreciate that there is a case for substantial increase in the financial allocations for the higher education sector. It must obtain high priority, viewing it as an integral component of our economic plans.

Prof. Arnold Toynbee has rightly observed that every landmark in the history of mankind is the outcome of a challenge and response. We are on the threshold of the 21st century. As we proceed, our university system will face many challenges. This will call for a high level of in-built resilience and capacity in the system. Whatever be our challenges, we will always endeavour to maintain the status of the university in its correct perspective as conceived by Pandit Jawaharlal Nehru :

"A University stands for humanism, for tolerance, for reason, for the adventure of ideas and for the search of truth. It stands for the onward march of the human race towards even higher objectives. If the Universities discharge their duties adequately then it is well with the Nation and the people". □

TO OUR READERS

Knowledgeable and perceptive as they are, our contributors must not necessarily be allowed to have the last word. It is for you, the readers, to join issues with them. Our columns are as much open to you as to our contributors. Your communications should, however, be brief and to the point.

National Literacy Mission & the Universities

G.B.K. Hooja*

Faced with the menace of growing numbers of illiterate population in the country, the Government of India launched the National Literacy Mission (NLM) on May 5, 1988.

NLM seeks to concentrate on the age group 15-35, particularly focussing attention on the rural areas, women, scheduled castes and scheduled tribes.

NLM has identified the following key issues for the success of its programme :

1. National commitment;
2. Development of an environment conducive to learning;
3. Motivation of teachers and learners;
4. Mass mobilisation and peoples' involvement;
5. Techno-pedagogic inputs; and
6. Efficient management and continuous monitoring.

It cannot be denied that despite directives contained in the Constitution and recommendations of several commissions and committees on education, national commitment to the literacy programme is conspicuous by its absence. In fact, the educational system, as it operates in the country, tends to divide the nation between two distinct classes. Firstly, there are the privileged classes who had an early start and have thus appropriated the benefits of the modern educational system and use it to further and perpetuate their own prospects and status in life, in utter disregard of the debt which they owe to the millions of disadvantaged citizens, on whose backs they ride to receive the benefits of the educational system. On the other hand, there is the vast multitude of Indian humanity which is condemned to grovel in ignorance and want, without a gleam of hope. This is a very explosive situation and ill affords a nation which plans to march into the 21st century on an equal footing with the advanced nations of the world. According to a World Bank estimate, India will have the dubious distinction of possessing the largest concentration of the illiterate population in the world by the turn of the century, viz., 50 crores; and this will constitute 54% of the illiterate population of the world.

*Former Vice-Chancellor, Gurukula Kangri Vishwavidyalaya, Haridwar.

As it is, the fulfilment of the constitutional directive to provide free and compulsory education upto the age of 14 by 1960 is still far from achievement. This dismal failure can only be attributed to lack of national commitment, flowing from the failure to appreciate the importance of elementary education qua national resurgence on the part of the powers that be. It may be claimed that the expenditure on education is next only to the expenditure on defence, but, as it happens, the share of elementary/secondary education in the educational bowl leaves much to be desired. In fact, it has progressively declined over the years.

In 1950-51, expenditure on primary sector of education constituted 43% of the educational budget. It was followed by expenditure on high/higher secondary sector which was 29.7%. By 1976-77, the share of primary education in educational budget had declined to 27%, while the share of high/higher secondary schools registered a marginal increase from 29.7% to 31.7%.

It would be pertinent to note here that most of this expenditure is in the form of salary payments and the schools continue to starve for want of basic educational tools and environmental facilities.

In USSR, the child is considered to be the Most Important Person, while in India the child is an expendable commodity, to be neglected, misused, even tortured. See rag pickers, domestic servants and *bidi* workers. When it comes to providing funds for higher education, prestigious institutes of higher learning which tend to export their end products abroad to serve affluent countries and such other national projects, enormous funds are readily released, whether under pressure or otherwise; but since the child or the elementary education sector has no lobby or pressure group, it faces scarcity of funds. If this is not an indication of lack of national commitment, what else does it mean?

Thus the first issue which the NLM has rightly identified for its success is national commitment.

India was the first country to sponsor the establishment of the Africa Fund to aid the depressed people of Africa. Why can we not undertake to

build up a Literacy Fund, calling upon the well-to-do and the better-placed sections of society to contribute liberally towards the programme of eradication of illiteracy in India ?

In the pre-Independence days, private philanthropy undertook to establish schools and colleges. In fact, private schools and colleges far out-numbered the Government schools and colleges. After the attainment of Independence this source has almost totally dried up. While money can be found for monumental temples, mosques and gurudwaras, primary/secondary schools occupy a low priority in the philanthropic scales and, therefore, they continue to suffer for want of teachers, teaching aids, readable, attractive books, maps, black-boards, and even facilities for drinking water and sports.

Voluntary agencies who may be expected to raise resources for these purposes have also now, ironically, begun to look up to the Government for financial aid.

If there is national commitment to the cause of elementary and adult education there should be no difficulty in providing the basic needs of primary/secondary schools and adult education centres. Public concerns, industrial houses, civic bodies should be persuaded to contribute substantially to the cause of education, particularly for their own employees and their families by suitable legislative and fiscal measures. Similarly, the vast reservoir of retired civil and military pensioners could also be called upon to make their contribution to this movement, by providing reasonable incentives. Then there is the vast untapped resource of student power. Half-hearted, cosmetic efforts have been made in the past few years to involve the students through NCC and NSS to organise literacy centres, but a mass mobilization campaign is nowhere in sight, except perhaps in Gujarat. The society which foots the heavy bill of higher education expects the universities, colleges and higher secondary schools to serve as "Light Houses" in the areas under their jurisdictions and spread the light of learning in their neighbourhood as part of their extension activities. This is the debt they owe to the society which sustains them. If they fail to do so, they may well be dubbed as parasites.

C.D Deshmukh Committee recommended several years ago that compulsory national service of one year should be made obligatory for students seeking admission to the college after the completion of secondary schools.

Similarly, proposals have been mooted that all colleges and universities should be involved in programmes of national and social service in general and in transforming the educational environment in particular. But these have not touched the conscience of the policy makers.

Now that three year degree course has come to be accepted all over the country, the proposal that the award of degree should be dependent upon quantifiable participation in the adult education programme, well deserves to be considered.

To meet chronic problems, hard decisions are absolutely necessary. Whether they can be taken in the election year is another matter. At any rate, the election manifestoes of the contending political parties would certainly be critically scanned by a vigilant electorate to see what importance the various political parties attach to this national programme and whether they would be willing to undertake solid action programmes to wipe out the shame and sin of illiteracy, as Gandhiji called it, when they are voted to power. This will be a test for the political parties so far as their commitment to this national programme is concerned.

Once the national will, which constitutes the sum total of the wills of the individuals comprising the nation, imbued with the spirit of adventure and determination, pervades to corridors of power and the sub-lanes of service throughout the length and breadth of the country, its universities, colleges and schools, public and private offices, streets and mohallas, towns and villages, farms and factories, the other constraints would automatically melt away.

It is in this context that we refer to the project, 'Gujarat Literacy Campaign'. There are about 3.5 million adult illiterates in Gujarat. Under the dynamic leadership of Prof. Ram Lal Parikh, Vice-Chancellor of Gujarat Vidyapeeth, a mass movement was started with the cooperation of over 400 voluntary agencies with a volunteer force of 1 Lakh on May 1, 1988 to make an assault on this problem. The first phase of the *Saksharta Abhiyan*, as it is called, was for 45 days and the target clientele was 5 lakhs to be made literate in 90 hours of teaching.

According to an assessment, the first phase of the programme was found to be very successful in creating a learning environment. Motivated volunteers were able to motivate learners. It was, however, found that the learners could not achieve the literacy

level as per NLM norms in 90 hours spread over 45 days. It was also found that the one day orientation programmes for volunteers were not sufficient and needed to be strengthened.

At the termination of the programme, the Gujarat Vidyapeeth held a National Convention of Voluntary Agencies on 'Literacy as a Human Right' on December 10, 1988 which is celebrated as a Human Rights Day by the United Nations. About 1500 volunteers participated in this Convention. Addressing the Convention, Prof. Parikh said that the *Saksharta Abhiyan* of Gujarat had established its potentiality without doubt and they were now confident that they shall be able to raise the present rate of 44% literacy in Gujarat to 70% by the end of 1990 and will thus cross the threshold point. He announced that literacy will only be an entry point and national values will be embedded in the programme from the very beginning and the process will be repeated through post-literacy programmes and *Jana Shikshan Nilayams* upto 1995, to ensure that there is no relapse into illiteracy. He called upon the vast infrastructure of over 180 universities with over 6000 colleges and around 4 million students to actively participate in the movement and if necessary to suspend some of their conventional activities of formal book-based education at least for 90 days each year in the next two years, 1989 and 1990, so that when we celebrate the U.N. International Literacy Year in 1990, we can face the contemporary world with a definite rise in the rate of literacy by at least 20% above the prevalent rate. He said that for students and teachers it was a great opportunity of enlightened and empirical self-learning. It would enrich all students and teachers who would participate in this mass movement for national resurgence. He realised that it was an ambitious and even an adventurous programme but as he said without the spirit of adventure and high ambition we cannot generate a mass movement for any cause.

It was gratifying to find that 7 Vice-Chancellors of Gujarat universities assembled at the Convention undertook to yoke 1.5 lakh students from their universities into this movement during the summer vacations in 1989. There seems to be no reason why similar efforts cannot be mounted in other states too.

Considering the vast and galloping dimensions of illiteracy in India, what is needed is a *Bhagirath effort* to overcome it. The Ganga of knowledge must be released to enable it to irrigate the farms, fields and factories of India. Here is a challenge and an opportunity waiting to be seized by the educational, political and industrial leaders of India, so that they do not have to carry the mill-stone of 50 crores of illiterate brothers and sisters around their necks as they step into the 21st Century. And this challenge has to be accepted TODAY, for TOMORROW may be too late. □



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GENDER JUSTICE IN AND THROUGH EDUCATION

"The dimension of equality debate is not only restricted to access to education but also envisages the transformation in the attitude of family and society towards women. If the society considers women as inferior in status as revealed through various social practices like dowry or amniocentesis, and family still continues to favour sons then opening doors to education is not likely to generate gender justice" said Prof. Kamalini H. Bhansali, Vice-Chancellor, SNDT Women's University while delivering the Convocation Address at Sri Padmavati Mahila Visvavidyalayam.

Excerpts

To clarify the concepts of the title : the prepositions 'in and through' stand for the process and the product of the educational system. The 'justice' has many different connotations. However, this title is limited by the word 'Education'. Therefore the justice which the education seeks through process and product is limited to quality and equality that results from such a system.

It was through the efforts of several men and women that women's education is at the stage at which it is today. Women of India owe a lot to Mahakavi Bharathi, D.K. Karve, Phule, Raja Ram Mohan Roy, Vidyasagar, Behramji Malabari, Ramabai Ranade, Mahatma Gandhi, Annie Beasant, Sarojini Naidu and many more for the position they have achieved today; but in spite of it,

Convocation

Review

Gender Justice has its origin in demand for equal rights for women. One of the important rights which help realizing justice in society is education. In spite of a general legal acceptance of gender equality, discrimination against women and their subordination continue. As Justice Krishna Iyer mentions : "Equality and social justice are women's birth right. There is a potential for gender justice, but so far neither the state nor the courts have given priority to its realisation. What is needed then is a crusade".

educational equity remains an elusive goal and substantial educational gap remains between men and women throughout the developing world.

In the 19th Century liberal social reformers recognised the value of educating girls. They were thinking in terms of providing liberal education and not suggesting and change in women's traditional roles of being good wives and good mothers; nor did they envisage any need for promoting education as an equal right and their efforts were limited to a few progressive regions and upper caste groups.

During the nationalist movement, although there was no fundamental change in the role dimension of women, it was realised that education is an asset for participation in larger activities and more women went in for higher education. All these forces created an atmosphere favouring access to education but no substantial quantitative expansion was achieved.

After independence a new chapter has begun in women's education with the acceptance of the goal of a democratic, egalitarian society, one of the means for development, which has declared modernization as the progress. Even after forty years of independence, in spite of it the Indian panorama continues to be frustrating. Data reveals that not only growth is limited, there is unevenness in expansion at different levels and in different regions. Coming to higher education, the picture is somewhat positive. The total enrolment of women in comparison to 1950-51 has risen during 1984-85 to 38% from 10%; but the element of inequality is concentrated in the access to disciplines. In addition to Education, Library, Arts & Science courses, more girls are opting for Commerce which is an intention to work in the service sector. The enrolment in medical faculty is falling as far as women are concerned and even in Science & Engineering concentration is more in traditional subjects. Though more women are found in portals of learning, and entering work situation, as indicated below, the basic traditional role definitions continue to determine their priorities and aspirations :

Ph.D. : 8,893 girls had enrolled
as against 19,729 boys

M.Sc. : 25,046 girls had enrolled
as against 52,797 boys
B.Sc. : 7,817 girls had enrolled
as against 1,36,859 boys
M.B.B.S. : 22,056 girls had enrolled
as against 54,319 boys
B.Ed. : 34,187 girls had enrolled
as against 43,770 boys

(1984-85 : Statistics from
University News
October 3, 1988)

The National Policy on Education highlights the need to spread education for reducing the gap of economic disabilities, regional imbalances and social injustice. It recognises the need for a serious, concerted effort to increase the spread of education in general and women in particular. The critical issue in analysing the inter-relationship between education and women's status, it is realised, is not only the question of access but that of content, values and structures of educational systems.

Equality Debate

A review of third world countries reveals that economic and social inequalities are deep-rooted and poverty and illiteracy retard development. Under the circumstances, what is the concept of equality and its implications in terms of education of women? Women's equality cannot be attained entirely through education, but it is an important instrument to bring about this change. This education may be formal or informal, but it is a pre-requisite for value change which is needed to foster new social objectives and modify existing attitudes and behaviour patterns. It is further recognition of the right of a girl to be trained for newer challenges as a boy and also provide opportunities when the goal could be realised. The call of the nation today is to strive for a better egalitarian

society in the 2001 A.D., for which both men and women have to be equipped.

To meet these objectives, we must train our youth to become aware of the emerging scenarios and the choices they have to exercise: At the same time, the elder generation must also become conscious of the new expectations and new social situations that arise as a consequence of equality between sexes. The dimension of equality debate is not only restricted to access to education but also envisages the transformation in the attitude of family and society towards women. If the society considers women as inferior in status as revealed through various social practices like dowry or amniocentesis, and family still continues to favour sons then opening doors to education is not likely to generate gender justice. Moreover, the educational facilities have to reach to the weaker sections or else we will be creating an elitist society.

Another serious pattern in establishing gender justice is the internalization of inequality by women. The socialization process

makes girls accept the unequal situation. In fact, this also many a times makes women satisfied with modest career goals to enable them to play their two roles without much conflict.

If women have to be participants in the development process and not mere beneficiaries, then serious efforts will have to be made to change the value system.

Women in Indian Education Scenario

In the context of the concept of equality of education, where do women in India stand? Let us look at some of the indicators:

- * Women illiterates -Over 75%
- * Rural illiterate women -83%
- * Women working in unorganised sectors: -90%
Of these, unskilled labour in agriculture and construction -83%
- * Women having full time employment in organised sectors -14%
- * Maternity benefits and child care avai-



Prof. K. H. Bhansali delivering the convocation address

- | | |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------|
| lable in organised sector | -3.5% |
| * Registered unemployment school graduates | -51 lakhs |
| * Pregnant women who are anaemic | -65% |
| * Infant mortality rate (in the first year of birth) | -10% |
| Of which in slum areas | -12.4% |
| * Children dying because of malnutrition before the age of 5 | -40% |
| * Sex ratio—934 females to every 1000 males | |
| * Expectation of life at birth—51.6 as against 52.9 for males | |
| * Property owned by women | less than -1% |
| * On an average, a rural woman works for 18 hours a day. Majority of women live in rural areas and farming is the main work. Women work harder, meet responsibilities of different roles, yet are hardly considered workers and are also recipients of less food. | |

(Ref: *University News*-June 5, 1989).

If this is the picture of reality, I am sure you will realise what immense work is ahead of us for establishing gender justice. The problem in our society is that overtly quite a few women are visibly occupying responsible positions, wielding power and proving that given the opportunity, women can deliver the goods, but this is a very partial picture.

Changing Aspirations

The post-independence period has seen major changes in the role of women and these new challenges which are deeper need reconceptualisation of women's education. On the basis of constitutional rights of equal status given to women, policy makers need to devise programmes by which Indian society can usher in the 21st Century equipped with latest technology for which educational environment for girls must improve bringing technology within their realm. On the one hand, substantial growth of female education has given women an increased status but on the other hand, education is as yet not availed of by rural women, tribal women, scheduled caste women and poor urban women. Government has planned many development strategies for economic development and rural programmes, which necessitate action-oriented policies. In order that these are successful, developing programmes in critical areas of women's work should be designed by women.

The employed middle class working women have come to stay. The economic need is such that these women hold on to their jobs although they may not push ahead with their career. These women have also learnt to combine home and career efficiently which has developed a higher concept of self-esteem in them. This is a period of competition between individuals, scholars and institutions. Training in frontier areas like management training, entrepreneurial training, leadership training leading to academic excellence must be encouraged.

Women are seen today in all walks of public life thus winning a larger space for themselves,

although they do not still occupy 50/50 ratio in many of the job situations. In spite of these changed trends, the status of women continues to be a mixed one.

In the light of these changes, what are the new aspirations of women? The modern woman desires that opportunities should be available to her to meet the demands of her new role to enable her to project the positive image of woman in society. The new woman would like her share in shaping a new India. Today's women would like to have very thorough professional training skills to hold their own in competitive job markets for which they desire promotion of excellence.

Agenda for Women's Universities

The women's universities will have to concern themselves and prepare strategies to meet new responsibilities of women students, staff, women in the community. The future projections will have to be viewed in the light of the National Perspective Plan for Women (NPPW) prepared by the Department of Women & Child Development in the Ministry of Human Resource Development. The Plan is an effort at evaluating the impact of developmental plans and programmes on women by analysing the current policies, programmes and plan documents. It has recognised the need for a holistic approach towards the development of women based on recommendations on various aspects like rural development, employment, education, health, legislation, political participation, media and communication, voluntary action and so on. In order that the recommendations of the National Perspective Plan for Women become effective, it is necessary to set up a cell in the

Planning Commission to look into the problems of women's institutions and to co-ordinate the efforts. Women's issues are not necessarily to be solved only by women's universities, but it should become a genuine concern of all involved in the educational system. Nevertheless, the women's universities will have to play a leadership role in promoting the advancement of women through women's studies and other programmes to enforce a new image of women at all levels.

It is a major responsibility of

women's universities to find out ways and means to improve the quality of life of women and through it to promote equality between men and women leading to social justice. Expansion of education will help education of women, but if social prejudices continue, expansion will only have marginal effect on their education. Widespread social bias against the education of women, preference for the education of boys, social perception of girls merely as performing role as a wife and most important, the concern for funda-

mental human rights are some of the gender issues against the progress of women. Women's universities have to play a positive role by creating confidence among students not only to face life but to meet the demands of change, to be sensitive to social realities.

The five women's universities in the country should form a consortium for formal and informal networking, not to isolate these institutions but to pool resources to mitigate the inequalities. □

INTER VARSITY YOUTH FESTIVALS 1989-90

Association of Indian Universities (AIU) in collaboration with the Department of Youth Affairs and Sports, Govt. of India will organise four Inter University Zonal Youth Festivals and a National Youth Festival during session 1989-90.

Youth Festivals play a pivotal role by promoting amongst the youth an awareness of our historical and cultural heritage and

imbue them with a feeling of pride and national identity.

This is the occasion when talented youth are able to project their talents in varied cultural activities. The most significant aspect of these festivals is that they bring together hundreds of youth from different cultural and social backgrounds and inspire in them virtues to fight against regionalism, communalism, ling-

uistic, chauvinism and other fissiparous tendencies.

For the Zonal Youth Festivals, each participating university can sponsor a maximum of 30 participants in the cultural events of Music, Dance, Theatre, Fine Arts and Literary activity. The selected participants from Zonal Festivals will be invited for the National Youth Festival. The Calendar of the Festivals is as follows:

Zone	Venue	Dates	Name of Cultural Coordinator
North	Panjab University Chandigarh	Oct. 2-6, 1989	Dr. I.S. Dhillon Director, Youth Welfare Panjab University Chandigarh 160014
West	Rajasthan Agril. Univ. Bikaner	Oct. 11-15, 1989	Dr. (Mrs.) P. Sundaram Dean, College of Home Sciences, Rajasthan Agril. University, Udaipur
South	University of Mysore Mysore	Oct. 23-27, 1989	Shri B.K. Shivanna Director, Students Welfare University of Mysore Maharaja's College Centenary Building Mysore 570005
East	Banaras Hindu Univ., Varanasi	Nov. 10-14, 1989	Dr. P.K. Tikkoo Dean of Students Banaras Hindu University Varanasi 221 005
National	University of Roorkee, Roorkee (Dates to be announced)		Dr. P.C. Mohan Professor in Earth Sciences University of Roorkee Roorkee 247667 (U.P.)

For further details : Contact the respective Cultural Coordinators or Shri Sampson David, Cultural Officer, Association of Indian Universities, AIO House, 16 Kotla Road, New Delhi 110002

Report from ASC, Jodhpur Varsity

The Academic Staff College of the University of Jodhpur recently organised a four week orientation programme for the newly appointed university and college teachers. The objectives of this Orientation Course were to enable the lecturers to (a) understand the significance of education in general, and higher education in particular, in the global and Indian contexts; (b) understand the linkages between education and economic and socio-cultural development with particular reference to the Indian polity where secularism and egalitarianism are the basic tenets of society; (c) acquire and improve basic skills of teaching at the college/university level; (d) understand the organisation and management of a college/university and to perceive the role of a teacher in the total system; and (e) utilize opportunities for development of personality, initiative and creativity.

In the Inaugural Session Dr. C.L. Kundu, Professor and Dean of the Faculty of Education, Kurukshetra University, drew the attention of the participants towards the falling standards of teaching in the country. Referring to the role of teachers, he said that there was a marked decline in their performance and professional commitment. Teachers of sound character and capabilities, he opined, have been instrumental in shaping the destinies of the world. A teacher, therefore, by his character and conduct should set an example before his students so that they are drawn to him instinctively and follow him faithfully. Teachers' relations with his students should be based on the principle of 'Share and Care' i.e. the teacher should involve

himself in the problems of his students and in trying to help them to solve these problems, be a friend, philosopher and a guide to them. By his constructive role a teacher may harness their hidden talents and build up their personality. He concluded by saying, "love your students; begin with what they have, and build what they have."

The course contents were : Organisational Behaviour and Environmental Awareness; Educational Psychology; Personality Development and Pedagogy; Professional Ethics; Policy making process in Education; Effective teaching and Research Skills; Education Technology; Modern Management Techniques; Reference Skills; Financial Administration; Service Rules; Management of Student Services; Student Problems and their Handling, Distance Education, etc.

A Panel discussion on the "Problems of Higher Education" and Group Discussions on (1) Economic Environment; (2) Social Environment; and (3) Political Environment of Education in India were also organised.

In all, twelve instructional methodologies were adopted in the Orientation Programme. These were Micro-lab, Behavioural Games, Lecture-cum-Demonstration, Group Discussion, Panel Discussion, Brainstorming, Seminar, In-basket exercise, Interactive Video Method, Case Study, Experiential Learning, Self study like Book Review, and Term Paper Writing.

The valedictory address was delivered by Dr. R.N. Singh, Vice-

Chancellor, Sukhadia University, Udaipur. In his address, Dr. Singh complimented the Academic Staff College (ASC) for the painstaking exercise in making programme a real success. His observations were based on the extensive positive feedback of the trainee participants. He made a specific mention of the relevant and need-based contents of the present Course and of the Reading Material prepared by the ASC for participants. Though training contained a right mix of lectures, practicals, seminars and group discussions, Dr. Singh advised that a session or two on training etiquettes should also be included, as most of the students are found wanting in them. The Vice-Chancellor emphasised that "we have to uphold the value of education by our team work. Since we have joined the teaching profession by our choice it is our duty to cultivate the team-spirit and community consciousness among our students, especially at the college and university levels". He suggested that the one way to make a distinction between a motivated and a non-motivated teacher was to assess his overall performance.

Women and Development

An international workshop on "Women and Development: A critical appraisal of household level research methodologies" was recently held at Baroda under the auspices of the collaborative teams of University of Illinois, Urbana-Champaign and Maharaja Sayajirao University of Baroda. The interdisciplinary teams comprised members from the areas of Home Science/Home Economics, Population Research, Banking, Social Work, Women in International Development, and Women's studies programmes. A total

number of 69 participants from Bangladesh, India, Nepal, Philippines, Sri Lanka and Thailand attended the Workshop. This included 23 faculty participants and three observers.

The Workshop was divided into Methodology and Module Sessions. While the Methodology sessions had eminent experts presenting their experiences, the module sessions consisted of presentations of modules authored by the members of WID teams of the University of Illinois, Urbana-Champaign and Maharaja Sayajirao University of Baroda.

Field trips to project sites were also organised as part of the Workshop. This was followed by the Symposium on "Women, Households and Development: Integrated perspective Planning, Research and Implementation". It provided an opportunity for interpersonal interactions between policy makers, researchers and field implementors on various aspects related to Women, Households and Development. The Symposium served as a platform for the various speakers who focussed their discussion on interrelatedness of research to policy planning and to implementation of women's development programme.

Thirty three resource persons drawn from Universities, Colleges, Research Institutions, Institutes/Units of Women Studies, Operations Research Group, National Institute for Research Management, Institute of Area Planning, National Sample Survey Organisation, Government departments such as Science and Technology for women, high level Government officials and International funding agencies—Ford Foundation, International development Research

Centre, UNICEF and FAO attended the workshop.

Sea Level Variation and Coastal Environment

A National Seminar on 'Sea Level Variation and its Impact on Coastal Environment' was recently conducted by the Department of Ancient Industries of the Tamil University. Dr. S. Agesthalingom, Vice-Chancellor, who presided over the inaugural function, said that a Centre for Under Water Archaeology would be set up at Kaverippumpattinam. He asked the scientists to visit the places of historical importance and to conduct research for bringing out a worthy book on the early civilization of our people.

The seminar recommended that the institutions engaged in the research on Sea Level Variation should carry out the research projects jointly. Arrangements should be made for coordination between the Government departments and research institutions for carrying out this research. It was resolved to set up a centre with laboratory facilities in South India to assess the period of the samples without waste of time and money. It was strongly recommended that the centre might be set up at the Tamil University, Thanjavur which is already engaged in this research.

Delegates from different parts of India and Ceylon participated in the seminar at which 21 research papers were presented in six sessions.

Training for Administrative Staff

The Jawaharlal Nehru University (JNU) is reported to have launched a training programme

for its administrative staff to improve efficiency in the day-to-day university work. The four-month long programme will include lecturers and video films for the benefit of Administrative Officers, Assistant Registrars, Assistant Finance Officers and Assistant Directors.

The programme will cover about 50-lecture series on various themes under the modules of financial management, administrative management, academic management and general management techniques.

And now, a Buddhist University

A Buddhist university near the world famous Ajanta Caves in Maharashtra's Aurangabad district is proposed to be set up. This was suggested by the Union Law Minister, Mr. B. Shankaranand while speaking at the Akhil Bharatiya Bouddha Pratinidhi Parishad, 1989 conference held in Bombay recently. The Union Minister is believed to have appealed to the Maharashtra Government to allot 80 hectares of land for the university, which he said he had in fact proposed way back in 1980.

Museum Institute is Functional

The National Museum Institute of History of Art, Conservation and Museology (NMIHACM), deemed to be a university, has started functioning from September 1. Funded by the Department of Culture, Ministry of Human Resource Development, the institute will offer academic M.A. and Ph.D. courses in history of art, conservation and museology.

History of art will cover various manifestations of ancient and modern arts of the East and the West and, in substance, will deal with the global art which has been divided into 90 topics. In the field of conservation of works of arts, emphasis will be on teaching of conservation and restoration of works of art made of organic and inorganic material while the museology syllabus will include a brief history of the museum movement in the world, types of museums and their functions.

Mrs. Krishna Sahi, Chairperson, NMIHACM, will be the Chancellor of the Institute while Dr. L.P. Sihare its Director-General.

M.Ed. Technology Inaugurated

The Madurai Kamaraj University recently introduced a two year full time "Master of Educational Technology (M.Ed. Technology)" course in the Department of Education. While inaugurating the course Dr. M. Lakshmanan, Vice-Chancellor, emphasised the importance of educational technology for the present day teaching and learning. He also stressed the need for trained manpower for instructional designers and educational technologists for different media.

The objective of the course is to prepare academics, teacher educators, media executives, and researchers in the area of educational technology.

Nomination for UK LLM Course

The Chief Justice Chagla Memorial Trust proposes to sponsor an Indian scholar for the LLM course in the United Kingdom under the Pegasus Scholar-

ship Trust. The Trust has invited applications from first class law degree graduates with high proficiency in the English language.

For further details, the desirous and eligible candidates may get in touch with the office of Chagla Memorial Trust, Alli Chambers, Nagindas Master Road, Bombay.

Central University for Nagaland

A Central University in Nagaland is proposed to be established soon. A Bill to this effect is reported to have been recently introduced in the Rajya Sabha by Shri P. Shiv Shankar, Union Minister for Human Resource Development. The university will

be a teaching-cum-affiliating university with jurisdiction over the entire State with headquarters at Lumani.

We Congratulate . . .

Dr. Rajammal P. Devadas, Vice-Chancellor, Avinashilingam Institute for Home Science and Higher Education for Women who has won the Tagore Literacy Award for 1989 of the Indian Adult Education Association for her pioneering work in promoting literacy, nutrition, education and imparting scientific knowledge in agriculture and animal husbandry to the people in rural areas of Tamil Nadu.

News from Abroad

ORS Awards Scheme

The Overseas Research Students (ORS) Awards Scheme introduced by the U.K. Department of Education and Science and administered by the Committee of Vice-Chancellors and Principals of the Universities of the United Kingdom provides for the partial remission of tuition fees to overseas postgraduate students of outstanding merit and research potential in recognition of their institutional and scholarly contribution to the academic work in the United Kingdom. The annual value of the award is the difference between the fee for a home postgraduate student for the year in question and the "full-cost" fee charged by the academic institution in the relevant field of study for an overseas research student.

The selection for the awards is made every year by a committee,

under the chairmanship of a Vice-Chancellor, responsible for determining the detailed procedures for operating the scheme and for the conduct of the annual competition, within the broad policy framework laid down by the government. Subject to the satisfactory progress of the award-holder, the award is renewable for a second or third year. The awards are offered in science or science based subjects, including engineering, medicine, agriculture & forestry and in arts, humanities and social sciences.

Further details can be obtained from the Secretary, ORS Awards Scheme, Committee of Vice-Chancellors and Principals of the Universities of the United Kingdom, 29 Tavistock Square, London WC1H 9EZ.

INSAT 1-B Programme of UGC

Between 26th September to 30th September, 1989 the following schedule of telecast on higher education through INSAT 1-B under the auspices of the University Grants Commission will be observed. The programme is presented in two sets of one hour duration each every day from 12.45 p.m. to 1.45 p.m. and 4.00 p.m. to 5.00 p.m. The programme is available on the TV Network throughout the country.

1st Transmission

12.45 p.m. to 1.45 p.m.

26.9.89

"The Basics : Questioning Skills"

"Ayurveda Series - III : From Forest to Pharmacy - Medicinal Plants"

"Head Injury"

27.9.89

"Energy in Natures' Web"

"Salarjung Museum"

"Microbiology of Milk - II"

28.9.89

"Filters"

"Mining : Industrial Minerals for All"

"The Language of Science"

29.9.89

"Cosmic Sparklers"

"Harvest"

"Threatened Eco-system in India"

30.9.89

"Change For The Better"

"Music of North India : Pandit Jasraj"

"University Round Up"

2nd Transmission

4.00 p.m. to 5.00 p.m.

26.9.89

"Communication—An Introduction"

"Child Welfare"

"Health Century—Diabetes and Brain Disorder"

27.9.89

"Qin Yong : Ancient Terracotta Army"

"How We See What We See"

28.9.89

"Semiconductors"

"A Solitary Reaper"

"University Round Up"

29.9.89

"NASA At Work XIII : Fire to Space : The Story of Centaur"

"New Life for Old Books"

"Echo From the Hills"

30.9.89

"Winslow Homer—The Nature of the Artist"

"A Family Apart"

The University Grants Commission has declared the Tripura University, Agartala, the Sri Jagannath Sanskrit Vishwavidyalaya, Puri (Orissa), and the Guru Ghasidas University, Bilaspur (Madhya Pradesh) fit to receive Central assistance for institutional development in terms of rules framed under Section 12-B of the UGC Act, 1956.

Communication

PG Course in University Management

Sir,

While it is heartening to note that the Alagappa University, Karaikudi has ventured to set up a department of Bank Management and offer a PG programme thereof leading to MBM (*University News* : 28/8/89 p.16), I wonder why no one has taken steps to advent a dedicated PG course in University Management which has also acquired a separate texture ? We would be needing a creed of people to manage the institutions that would be springing up with the onset of NEP.

Yours etc.

V. Narasimhan

Registrar,

Sree Chitra Tirunal Institute
for Medical Sciences &

Technology,

Trivandrum-695011.

AIU Library

Established in 1965, the AIU Library has acquired over the years a valuable collection of books and documents on Higher Education. Among the topics prominently represented are Educational Sociology, Educational Planning, Educational Administration, Teaching & Teachers' Training, Examinations, Economics of Education and Country Studies. Developing fields of Adult Education, Continuing Education and Distance Education, and Educational Technology are also well stocked. The Library is particularly strong in its collection of reports whether they are on the setting up of different universities or on the state of Higher Education. Files of Annual Reports of different universities are also maintained. Readers are kept informed of the latest acquisitions through our column 'Additions to AIU Library'.

The Library also receives about a 100 periodical titles on Higher Education. All these are indexed regularly and a select list appears every month as 'Current Documentation in Education'.

Doctoral Degrees awarded during the preceding month are reported as 'Theses of the Month', while registrations made for such degrees are flashed as 'Research in Progress'. Bibliographies are also compiled and supplied on demand.

Research Scholars and students of education are welcome to use these resources. The Library is open from 9.00 a.m. to 5.30 p.m. Monday through Friday. Access can also be had through inter library loan for which requisition must be made through your Librarian.

THESES OF THE MONTH

A List of Doctoral Theses Accepted by Indian Universities

HUMANITIES

Philosophy

1. Basu, Sunanda. *Humanistic ideals in contemporary philosophy with reference to Sartre*. Burdwan. Dr. Mrinal Kanti Bhadra, Prof., Department of Philosophy, University of Burdwan, Burdwan.

2. Das, Rama Kant. *New Vedantic concept of Maya with special reference to the philosophies of Swami Vivekanand, S. Radha Krishnan and R. Tagore*. Magadh.

3. Ray, Kabita. *The problem of historical objectivity : A historical and critical approach*. Calcutta.

4. Sattar, S. Abdul. *Humanism of Gandhi and M.N. Roy: A comparative study*. Venkateswara. Dr. P. Ramakrishna Chowdhury, Department of Philosophy, Sri Venkateswara University College, Tirupati.

5. Vilasini, C.P. *Dr. S. Radhakrishnan's approach to religion : A critical appraisal*. Calicut. Dr. V.C. Narayana Das, Prof. and Head, Department of Philosophy, University of Calicut, Calicut.

Language & Literature

English

1. Karimalil, George K J. *Religious influence on the works of T.S. Eliot*. Devi Ahilya. Dr. R. Mojes, Indore Christian College, Indore.

2. Mitra, Sandhya. *William Golding : A study of his mythic mode*. Burdwan. Dr. Dilip Kr. Barua, Department of English, University of Burdwan, Burdwan.

3. Petta, Paul. *Nature mysticism of the Catholic poets of Late Victorian period*. Burdwan. Dr. Dilip Kr. Barua, Prof. Department of English, University of Burdwan, Burdwan.

4. Sikka, Shalini. *W.B. Yeats and the Upanishads : A, critical study*. Delhi.

5. Venkateswarlu, D. *Humanism in Jewish writing : A study in perspectives of Jewish American drama*. Osmania.

Sanskrit

1. Chakravarti, Sushanta Kumar. *A study of the atharva-veda as the source-book of the grihya ritual*. Rabindra Bharati.

2. Indira Bai, T.N. *Abhijnana Sakuntala Carca : A critical study*. Kerala. Dr. N.P. Unni, Prof. and Head, Department of Kerala, Kariavattom.

3. Oma Pariambada. *Adhunik vigyan kee parikalpana mein Sanskrit vangmaya kee bhoomika*. Magadh.

4. Vasudevan, K.V. *Kesavamisra's Alankara Sekhara : A study*. Calicut. Dr. K.N. Neelakandan Elayat, Reader, Department of Sanskrit, University of Calicut, Calicut.

5. Venkata Sri Rama Chandra Murty, Durbha. *Darshaneshu sabha pramanya vicharah*. Andhra.

Punjabi

1. Brijinder Kaur. *S.S. Amol dee Punjabi sahit nun den*. Panjab.

2. Deweshwar, Surinder Kumar. *Pragativadi lahar ate Santokh Singh Dhir da galaplok*. Panjab. Hindi

1. Jain, Neera. *Swatantrayottar Hindi natkon mein vyangya 1950-1985*. Delhi.

2. Panwar, Mahaveer Prasad. *Rajasthani upanyas : Udbhar aur vikas*. Patel. Dr. B.R. Sarkariya, Prof. (Retd.), N.A. & T.V. Patel Arts College, Vallabh Vidyanagar.

3. Parvathi, T.V. *A study of the methods of criticism of Dr. Ram Vilas Sharma in the background of sociological criticism*. Calicut. Dr. T.N. Viswambharam, Prof., Department of Hindi, University of Calicut, Calicut.

4. Parvati Bai. *Chandigarh, Panjab, Haryana tatha Himachal Pradesh ke rajyon ke uchchaitar madhyamik star ke Hindi pathya pustakon ka manav mulyon ke sandarbh se vishleshanatmak adhyayan*. Panjab.

5. Rajinder Kaur. *Rahasyavad ke drishti se madhyayugeen Hindi kavya aur chhayavadi kavya ka tulnatmak adhyayan*. Panjab.

6. Sharma, R.P. *Acharya Hazari Prasad Dwivedi ka samaj darshan*. Rajasthan. Dr. Prakash K. Srivastava, Assoc. Prof., Department of Philosophy, University of Rajasthan, Jaipur.

7. Singh, Sudha. *Jainendra ke upanyason ka shaili vaigyanik adhyayan*. Delhi.

8. Sunil Kumar. *Madhyakaleen Hindi sahitya ke vivechan mein Acharya Hazari Prasad Dwivedi ka yogdan*. Magadh.

9. Vallabha Rao, Venna. *Bhagavati Charan Verma ke upanyason mein vyakti aur samaj*. Andhra.

10. Waghay, Vanitha. *Madhyakaleen Hindi bhakti sahitya : Adhunik pratiman*. Hyderabad. Prof. Y.V. Ramana Rao, Department of Hindi, University of Hyderabad, Hyderabad.

Bengali

1. Majumdar, Krishna. *A comparative study of Bengali Oriya verb morphology*. Calcutta.

Oriya

1. Kar, Arjun Charan. *Oriya natakare rajanaitika chetana*. Vishva Bharati. Dr. Niladri Bhushan Harichandan, Reader, Department of Oriya, Visva Bharati, Santiniketan.

Manipuri

1. Singh, Nongmaithem Tombi. *Manipuri Vaishnava natya : Nata sanskritan amasung Raslila neinaba*. Manipur. Dr. I.R. Babu Singh, Prof., Department of Manipuri Language and Literature, Manipur University, Imphal.

Tamil

1. Roselet Dani Bai, J. *Folk tales of Kanyakumari District, Kalkulam Taluk*. Kerala. Dr. C. Suramonia Pillai. Reader, Department of Tamil, Sri Venkateswara University College, Tirupati.

Malayalam

1. Vijayappan, P.M. *A critical edition of Thunjathu Ezhuthachan's Mahabharatha with an introductory study*. Calicut. Dr. M.M. Purushotham Nair, Reader, Department of Malayalam, University of Calicut, Calicut.

Kannada

1. Dhulmeed Mahayan Venkatesh. *Harinathampruthasaru hagu Bhagawat Dharm Ondu adhyayan*. Karnatak. Dr. K.G. Shastri, Prof. (Retd.), Institute of Kannada Studies, Karnatak University, Dharwad.

2. Shethe, Balasaheb Shankareppa. *Karnataka dalli sati paddhati*. Karnatak. Dr. M.M. Kalburgi, Prof., Institute of Kannada Studies, Karnatak University, Dharwad.

Telugu

1. Annapurna, Kallakuri. *Bharata natakamulu*. Andhra.

2. Hari Naidu, V. *Panchatantrakavyas in Telugu*. Venkateswara.

3. Mohan Pillai, M. *Kakamani Moorthi Kavi Krutula pariseelana*. Venkateswara.

4. Muni Rathnam, K. *A socio-cultural study of the folk songs of Chittoor District*. Venkateswara. Prof. G.N. Reddy, Department of Telugu, Sri Venkateswara University College, Tirupati.

5. Narasimha Reddy, K. *Duvvuri Rami Reddy gari Jeevitamu-kavitwamu*. Venkateswara. Prof. M. Subba Reddy, Department of Telugu, Sri Venkateswara University College, Tirupati.

6. Venkata Narsimha Raju, Alluri. *A critique on the works of Kavikokila Duvvuri Rami Reddy*. Andhra.

7. Venkata Rao, Ijjada. *Yedla Ramadasu tatvalu : Samagra pariseelana*. Andhra.

Geography

1. Ghosh, Syamal. *A study on the ecological aspects of antisocial behaviour in the townships of South 24 Parganas*. Calcutta.

2. Patel, Khem Chand. *Agricultural land use and nutrition in the Sagar-Damon Plateau*. HS Gour. Dr. P.D. Tiwari, Lecturer, Department of Geography, Dr. Harisingh Gour Vishwavidyalaya, Sagar.

3. Sarkar, Supriya. *Geomorphology of the North Khasi Hills and its impact on the environment : A morphometric analysis*. Gauhati. Dr. Minadhar Barthakur, Prof., Department of Geography, Gauhati University, Guwahati.

4. Sarma, Siddheswar. *The growth problems of Guwahati City and its regional impact*. NE HU. Dr. R. Gopalakrishnan, Department of Geography, North Eastern Hill University, Shillong.

5. Verma, L.N. *Madhya Pradesh mein saksharata : Ek kshetriya vishleshan*. Ghasidas. Dr. B.P. Panda, Principal, Govt. Girls College, Jashpurnagar.

History

1. Acharyya, Chitra. *Buddhism outside India : Mainly Buddhist literature in Central Asia, China and Japan*. Calcutta.

2. Bandyopadhyay, Kum Kum. *Indigenous trade finance and politics : A study of Patna and its hinterland, 1757 to 1813*. Calcutta.

3. Basu, Bhaskarjyoti. *Central Coromandel in the eighteenth century*. Visva Bharati.

4. Fazlur Rahman. *Culture conflicts in East Pakistan, 1947-1971 : A study in the attitude of Bengali Muslim Intelligentsia towards Bengal literature and Islam*. Calcutta.

5. Gangopadhyay, Purabi. *Buddhist iconography : A comparative study in India and outside India*. Calcutta.

6. Mishra, Vishnu Kumar. *Mughalkaleen Oreha rajya, san 1531 se 1736 isvi tak*. Awadhesh. Dr. Atma Ram Pathak, Asst. Prof., Maharaja College, Chhatarpur.

7. Shadaksharaiah. *History of Railways in Princely Mysore, 1864-1947*. Bangalore. Dr. K. Veerathappa, Head, Department of History, Bangalore University, Bangalore.

8. Upadhyay, Bhavani Shankar. *Karl Gustav Yoong : Vishleshanatmak manovigyan*. Rajasthan Vidyapeeth.

CLASSIFIED ADVERTISEMENTS

UNIVERSITY OF KALYANI

CORRIGENDUM

Dated : 8-9-89.

In partial modification of the Advertisement No 1/89 dated 19-4-89 appeared in May 1, 1989 issue for the posts of Reader in English and Sociology, it is notified for information of all concerned as follows :

(1) Candidates should have a good academic record with at least a good second class Master's Degree in English and Honours Degree in relevant subject.

(2) Candidates should have a good academic record with at least a good second class Master's Degree in Sociology or Master's degree in allied disciplines following an Honours degree in the relevant subject.

The other things remain unchanged.

The prescribed form will be issued on and from 14th September, 1989 to 4th October, 1989 on full working days. No form will be issued on Saturdays.

The last date of submission of application form is 4th October, 1989.

P. Sircar
REGISTRAR

UNIVERSITY OF KALYANI

KALYANI, NADIA-741235

Adv. No. 2/89

Dated : 8-9-89

Applications in prescribed form are invited for the following posts in the scale mentioned below with allowances as admissible under the University rules.

1. Department of Chemistry : (a) Professor of Chemistry (Physical Chemistry) - One post

Special requirement : M.Sc. in Chemistry/Physics with teaching and research experiences in Physical Chemistry.

2 Department of Sociology : (b) Professor of Sociology—One Post (Specialization in any branch of Sociology).

Scale of Pay : Rs. 4500-150-5700-200-7300.

Age Professor—Preferably below 50 years.

A circular containing details of qualifications, pay and allowances and other relevant information may be had from the office of the undersigned from 14th September to 4th October, 1989 between 11.30 a.m. and 3 p.m. on full working days. (No form will be issued on Saturdays) separately alongwith the application form on payment of Rs. 7.50 (Charge one fourth for SC/ST Candidates) by current crossed Indian Postal Order in favour of the "University of Kalyani" personally or by sending a self-addressed stamped (Rs. 1.80) envelope (25 cm. x 12 cm). Application forms complete in all respects according to the instructions given in the circular must reach the office of the undersigned on or before 4th October, 1989.

SC/ST candidates must produce documents of Caste, from the appropriate authority (S.D.O.) at the time of collecting forms.

Those who applied previously for the post of Professor of Sociology vide Adv. No. 7/84 dated 21-12-84 and Adv. No. 3/88 & 3/88 (2nd) dated 23-5-88 and 27-6-88 need not apply again. They will be required to update their bio-data.

REGISTRAR

ALL INDIA INSTITUTE OF MEDICAL SCIENCES

ANSARI NAGAR, NEW DELHI-110029

Advertisement No. 4/89-Estt-I

Applications will be received by the Director, All India Institute of Medical Sciences, Ansari Nagar, New Delhi-110029 from Indian citizens upto the 5th October, 1989 on the prescribed forms available on request for the following temporary posts :

1. Assistant Professors : Twenty three : Two for (1) Ophthalmology and

one each for (2) Medicine (3) Surgery (4) Orthopaedic Surgery (5) Anatomy (6) Cardiothoracic and Vascular Surgery (7) Community Ophthalmology (8) Ocular Pharmacology (9) Medicine (Clinical Immunology) (10) Anaesthesiology (11) Neuro-Anaesthesiology (12) Physical Medicine & Rehabilitation (13) Medical Oncology (14) Radio-diagnosis (15) Nephrology (16) Clinical Psychology (17) Laboratory Medicine (Haematology) (18) Laboratory Medicine (Microbiology) (19) Laboratory Medicine (Biochemistry) (20) Emergency Medicine (Orthopaedic) (21) Emergency Medicine (Surgery) (22) Emergency Medicine (Medicine).

Pay Scale : Rs. 3500-125-4500 plus NPA for medically qualified candidates only.

Reservation : Seven posts are reserved for S/Castes candidates and seven posts for S/Tribes candidates.

- Note : 1. For the posts of Assistant Professor of Anatomy, Ocular Pharmacology and Laboratory Medicine (Haematology, Microbiology and Biochemistry) both medical and non-medical candidates will be considered.
2. The posts of Assistant Professor of Ophthalmology, Community Ophthalmology, Ocular Pharmacology and Anaesthesiology, are for Dr. R.P. Centre for Ophthalmic Sciences at the AIIMS.
3. The post of Asstt. Professor of C.T.V.S is for Cardiothoracic Centre at the AIIMS
4. The post of Asstt. Professor of Neuro-Anaesthesiology is for Neuro-Sciences Centre at the AIIMS.
5. The posts of Assistant Professor of Medical Oncology and Radio-diagnosis are for Institute Rotary Cancer Hospital at the AIIMS.
6. The post of Assistant Professor of Clinical Psychology is for De-addiction Centre at the AIIMS.

N.B. : 1. All post carry usual allowances as admissible to Central Government Servants of similar status stationed at Delhi/New Delhi.

2. Scheduled Castes and Scheduled Tribes candidates called for interview will be paid travelling allowances as per rules of the Institute.

3. The effective date upto which the requisite experience must be completed will be 30th June, 1990.

4. In case of Scheduled Castes and Scheduled Tribes candidates, the length of experience prescribed for these posts and the desirable qualifications wherever laid down are relaxable at the discretion of the Selecting Authority.

Upper Age Limit

50 years, relaxable for Government Servants, Scheduled Castes and Scheduled Tribes candidates or otherwise exceptionally qualified candidates. Upper age limit upto 5 years is relaxable in the case of Scheduled Castes and Scheduled Tribes candidates.

N.B : The essential qualifications are relaxable at the discretion of the Selecting Authority.

Application form and other information can be obtained personally or on written request accompanied by a self-addressed stamped (Rs. 2.00) envelope (23 x 8 cm.) from the Office of Sr. Administrative Officer, Administrative Block, AIIMS, New Delhi.

ANNAMALAI UNIVERSITY ANNAMALAINAGAR

RAJAH MUTHIAH INSTITUTE OF HEALTH SCIENCES

(Non-grant Institution)

Notification No. 2(S)/89

Dated : 2-9-1989

Applications are invited in the prescribed form for the following posts in the Rajah Muthiah Medical College of this University :

S. No.	Name of the Post
1.	Professor/ Reader / Lecturer in Anatomy.
2.	Professor / Reader / Lecturer in Physiology.
3.	Professor / Reader / Lecturer in Bio-chemistry.
4.	Professor / Reader / Lecturer in Pharmacology.
5.	Professor / Reader / Lecturer in Pathology.
6.	Professor / Reader / Lecturer in Microbiology.
7.	Professor / Reader / Lecturer in Forensic Medicine.
8.	Professor / Reader / Lecturer in Social and Preventive Medicine.
9.	Professor / Reader / Lecturer in Medicine.
10.	Professor / Reader / Lecturer in Surgery.
11.	Professor / Reader / Lecturer in Obstetrics and Gynaecology.
12.	Professor / Reader / Lecturer in Paediatrics.
13.	Professor / Reader / Lecturer in T.B. & Chest Diseases.
14.	Professor / Reader / Lecturer in Venereology & S.T.D.
15.	Professor / Reader / Lecturer in Dermatology.
16.	Professor / Reader / Lecturer in Orthopaedics.
17.	Professor / Reader / Lecturer in E.N.T.
18.	Professor / Reader / Lecturer in Ophthalmology.
19.	Professor / Reader / Lecturer in Psychiatry.
20.	Professor / Reader / Lecturer in Radiology.
21.	Professor / Reader / Lecturer in Anaesthesiology.
22.	Professor in Physical Medicine & Rehabilitation.
23.	Reader in Nuclear Medicine.

Qualifications

Professor : Applicant should have 4 years of teaching experience as Reader in a Medical College, besides the prescribed educational qualifications.

Reader : Applicant should have 5 years of teaching experience as Lecturer

in a Medical College besides the prescribed educational qualifications.

Educational Qualifications

For Sl. No. 1 : M.S. (Anatomy)/ MBBS with M.Sc. (Anatomy)/Ph. D. (Medical Anatomy) / D. Sc. (Medical Anatomy),

For Sl. No. 2 : M.D. (Physiology)/ MBBS with M.Sc. (Physiology)/Ph. D. (Medical Physiology)/ D.Sc. (Medical Physiology).

For Sl. No. 3 : M.D. (Bio-Chemistry)/ MBBS with M.Sc. (Medical Bio-Chemistry)/Ph. D. (Medical Bio-Chemistry)/ D.Sc. (Medical Bio-Chemistry).

For Sl. No. 4 : M.D. (Pharmacology)/ M.D. (Pharmacology & Therapeutics)/ MBBS with M.Sc. (Pharmacology)/ Ph. D. (Medical Pharmacology)/D.Sc. (Medical Pharmacology).

For Sl. No. 5 : M.D. (Pathology)/ M.D. (Pathology & Bacteriology)/M.D. (Pathology with Bacteriology)/Ph. D. (Pathology)/D.Sc. (Pathology).

For Sl. No. 6 : M.D. (Bacteriology)/ M.D. (Microbiology)/M.D. (Bacteriology with Pathology)/M.D. (Pathology & Bacteriology) / MBBS with M.Sc. (Medical Microbiology)/ Ph. D. (Medical Bacteriology) / Ph. D. (Medical Microbiology)/D.Sc. (Medical Bacteriology)/D.Sc. (Medical Microbiology).

For Sl. No. 7 : M.D. (Forensic Medicine)

For Sl. No. 8 : M.D. (Social and Preventive Medicine)/(Community-Medicine)/M.D. (Medicine) with D.P.H.

For Sl. No. 9 : M.D. (Medicine)/ M.D. (General Medicine).

For Sl. No. 10 : M.S. (Surgery)/M.S. (General Surgery).

For Sl. No. 11 : M.D. (Obstetrics & Gynaecology) / M.S. (Obstetrics and Gynaecology)/M.D. (Mid & Gynaecology)/M.S. (Mid. & Gynaecology)/M.O.

For Sl. No. 12 : M.D. (Paediatrics).

For Sl. No. 13 : M.D. (Tuberculosis)/ M.D. in Medicine with T.D.D., D.T.D. or D.T.C.D.

For Sl. No. 14 : M.D. (Venereology)/ M.D. (Dermatology & Venereology)/

M.D. (Medicine) with Diploma in Venereology.

For Sl. No. 15 : M.D. (Dermatology)/M.D. (Dermatology & Venereology)/M.D. (Medicine) with Diploma in Dermatology.

For Sl. No. 16 : M.S. (Orthopaedics)/M.Ch. (Orthopaedics).

For Sl. No. 17 : M.S. (Oto-Rhino-Laryngology).

For Sl. No. 18 : M.S. (Ophthalmology)/M.D. (Ophthalmology).

For Sl. No. 19 : M.D. (Psychiatry)/M.D. (Psychological Medicine)/M.D. in Medicine with Diploma in Psychological Medicine.

For Sl. No. 20 : M.D./M.S. (Radio-logy).

For Sl. No. 21 : M.D. (Anaesthesiology)/M.S. (Anesthesiology).

For Sl. No. 22 : M.S. in General Surgery/M.S. (Orthopaedics) with two years special training in the speciality of Physical Medicine and Rehabilitation (Rehabilitation Medicine) or two years of equivalent training approved in the subject in any approved institution in India.

For Sl. No. 23 : M.D. (Nuclear Medicine).

M.D. (Radio-Therapy).

M.D. in Medicine with DRM or two years special training in Nuclear Medicine.

Scale of Pay

Professor : Rs. 4500-150-5700-200-7300
with admissible allowances

Reader : Rs. 3700-125-4950-150-5700
with admissible allowances.

Lecturer : Rs. 2200-75-2800-100-4000
with admissible allowances.

Candidates, if selected, should serve for a specified period.

Higher start will be considered keeping in view long experience, special qualifications etc.

Candidates invited for interview for the posts of Professors and Readers will

be paid a single second class to and from railway fare.

Those who are in service should route their applications through proper channel.

Application forms can be had from the undersigned on payment of Rs. 10/- by cash / Money Order/Postal Order (Not refundable). Filled in applications (with 5 additional copies) should reach the undersigned on or before 3-10-1989.

REGISTRAR

THE UNIVERSITY OF JODHPUR

(Establishment Section)

No. JDR/U/Estt/9758

Dated : September 6, 1989.

CORRIGENDUM TO

ADVT. No. 82/89-90

The post of Professor in Zoology shown at 1 (e) under Category of SC be treated under 'General' Category. The last date for receipt of applications in this case is extended upto 25th September, 1989.

H.K.L. Khattar
REGISTRAR

TATA INSTITUTE OF SOCIAL SCIENCES DEONAR, BOMBAY 400088

announces

Post M.A. Certificate in Research Methodology

One Semester Programme

Commencing from November 27, 1989

Eligibility : Master's Degree in one of the social sciences or social work of a recognised university with at least an overall of 50 per cent of the marks or an average 'C' grade (i.e. at least 3.00 in the seven point scale). Candidates who have appeared for the qualifying examination may apply in anticipation of their results. The minimum requirements in terms of marks or grades at the Master's level (or B.A., B.Com, B.S.W. level if the Master's level results are pending) will be relaxed to 45% of the aggregate marks or a minimum of 'C' grade (i.e. at least 2.50 in the seven point scale) in favour of the SC/ST applicants only.

Reservation of SC/ST : 15% for SC/and 7.5% for ST.

Objectives : The programme is designed specially to equip post M.A. scholars with the requisite knowledge and skills in social research methodology so that they can carry out research projects (doctoral and other) with competence and confidence.

A copy of the prospectus and application can be obtained from the Assistant Registrar (Academic) of the Institute by sending a Demand Draft of a Bank for Rs. 25/- in favour of the Institute.

The last date for the receipt of the completed application form with a registration fee of Rs. 25/- is **October 20, 1989.**

September 1, 1989

N. Krishnamoorthy
REGISTRAR

**INDIRA GANDHI KRISHI
VISHWAVIDYALAYA**

**KRISHAK NAGAR,
RAIPUR-492012 (MP)**

No. IPRO/Advt/89/759 Dated : 6-9-89

Applications are invited on the prescribed form for the following posts :

A. (i) Director of Research (ii) Director of Extension (iii) Director of Instruction (iv) Dean Student Welfare.

Scale of Pay : Rs. 4500-150-5700-200-7300 (U.G.C.)

B. (i) Registrar (ii) Comptroller

Scale of Pay : Rs. 3700-125-4700-150-5000 (State Govt.)

C. Dean, College of Dairy Technology

Scale of Pay : Rs. 4500-150-5700-200-7300 (U.G.C.)

D. Faculty of Agriculture : Associate Professor

Agriculture Economics—2 posts

1. Production Economics

2. Econometrics & Operational Research

Scale of Pay : Rs. 3700-125-4700-150-5000 (U.G.C.)

Detailed information in regard to qualification, experience etc. will be supplied alongwith the application form. The blank application forms can be had from the Registrar, Indira Gandhi Krishi Vishwavidyalaya, Raipur (M.P.) on payment of Rs. 5/- (Five) in shape of crossed Indian Postal Order. Request for forms must specify the advertisement number and serial number of the post and shall be accompanied by a self-addressed unstamped envelope (23 x 10 cm.). Candidates willing to apply for more than one posts shall have to apply separately for each post. Applications completed in all respects, together with application fee of Rs. 10/- (Two and paise fifty for SC/ST candidates) in shape of Crossed Indian Postal Order should reach the Registrar on or before 7th October, 1980. Persons from abroad can apply on plain paper and application should reach the Registrar on or before 23rd October, 1989.

Note :

1. The posts as specified in category 'A' are interchangeable among them and Dean depending upon the exigency and convenience of administration as per the provisions in Statutes available from time to time.

2. The persons willing to serve the Vishwavidyalaya on deputation can also correspond or apply on paper for the posts A, B, & C.

REGISTRAR

**DELHI INSTITUTE OF
TECHNOLOGY**

**Old I.G. Block : Kashmere Gate
DELHI-110 006**

(Recruitment for posts reserved for Scheduled Caste and Scheduled Tribe).

Applications are invited for the following posts :

Pay Scale Rs. 2200-4000 (TE : Rs. 3256)

1. Lecturers	4	Electronics & Communication Engg.	1*
(Engineering)		Computer Engg.	1*
		Instrumentation & Control Engg.	1*
		Mechanical Engg.	1**

2. Lecturers
(Non-Engineering)

3	Physics	1*
	Mathematics	1**
	Chemistry	1**

* Reserved for S. Caste

** Reserved for S. Tribe

Age limit will be reckoned from 16-10-89.

Last date of receipt of Application is 16-10-89.

For format of Application form and other details please see Employment News/Rozgar Samachar issue dated 16-9-89. Published by Publications Division, Ministry of I & B, Government of India, East Block IV, Level 7, R.K. Puram, New Delhi-110 066.

PROJECT OFFICER

VIKRAM UNIVERSITY, UJJAIN

No. Dev/Estt/SS/89/3/3713

Dated : 8-9-1989

Applications, in prescribed forms, are invited for the following Teaching Posts so as to reach the undersigned on or before 16th October, 1989.

Name of the Post	No. of Posts	Details including Specialization, if any.
Professor	3	One in Botany (Lien post upto 31-7-90 and likely to be permanently vacant thereafter), Two in Deptt. of Business Management.
Reader	8	One each in Botany (Plant Protection), Statistics (Applied Statistics) Mathematics (Distributions theory), Computer Science Applications, Sanskrit and Three in Deptt. of Business Management.
Lecturer	4	Two each in Computer Science Applications and Library & Information Science.

Pay Scales

Professor : Rs. 4500-150-5700-200-7300.

Reader : Rs. 3700-125-4950-150-5700

Lecturer : Rs. 2200-75-2800-100-4000.

The minimum essential qualifications and other terms and conditions of the above posts are the same as prescribed by the University Grants Commission. The prescribed application forms alongwith desirable requirements etc., can be obtained from the undersigned on payment of Rs. 10/- in person or by sending crossed Indian Postal Order payable to Registrar, Vikram University, Ujjain upto 7-10-1989 and there after no forms will be issued. If the form is required under Registered Post, Postal Order for an additional amount of Rs. 10/- should be sent to cover postal charges.

Candidates in employment should send their applications through proper channel. All appointments will be on two years probation except on lien posts. Superannuation age is 60 years.

Scheduled Castes and Scheduled Tribes candidates will be given preference, if found suitable. One post of Lecturer in Library and Information Science is reserved for SC/ST Candidates.

Applications received in University Office without prescribed fee of Rs. 10/- or on plain paper or after last date will summarily be rejected.

The University reserves the right to fill up or not to fill up any post advertised and also to call selected candidates for interview. No T.A./D.A. will be paid for attending interview, if called for.

**Ramchandra Parmar
REGISTRAR**

**CENTRAL LEATHER
RESEARCH INSTITUTE****(Council of Scientific &
Industrial Research)****ADYAR, MADRAS 600 020****ADVERTISEMENT NO. 3/89**

Applications are invited for the position of Research Associate in the sponsored scheme of CSIR, for the project entitled 'Consolidation of data on Radioactive gas in the atmosphere as part of International Geo-sphere Bio-sphere Programme (IGBP). The selected candidate will have to work under the guidance of Prof. R.R. Daniel, Emeritus Scientist, CSIR, presently working as Secretary. COSTED, Asia Regional Officer, 24, Gandhi Mandap Road, Madras 600 025.

The qualifications and job requirements for the position of Research Associate are as follows :

RESEARCH ASSOCIATE

Requirements : A young post-doctoral in Physics//Chemistry/Biophysics / Bio-chemistry to work on interdisciplinary topics in Biosphere-Geosphere processes relating to the sources and sinks of greenhouse gases in the atmosphere as part of the Indian Programme in the International Global Change Studies. He must also be willing to spend time in the organisation and co-ordination of the activities initiated by the National Committee for IGBP.

Period : The Associateship will be tenable for a period of three years initially, extendable for another tenure in the same slab for a period not exceeding two years.

Age : The upper age limit for Research Associate will be normally 35 years.

Emoluments : The emoluments of the Research Associate will be under the following four slabs in which he is placed :

- (i) Rs. 2200-100-2700
- (ii) Rs. 2700-100-3200
- (iii) Rs. 3200-100-3700
- (iv) Rs. 3700-125-4325

House Rent Allowance and Medical benefits will be allowed as per CSIR Rules.

Interested candidates may send their application alongwith curriculum Vitae and other information addressed

to the Controller of Administration, Central Leather Research Institute, Adyar, Madras 600 020 so as to reach him on or before 6-10-1989.

**ALI YAVAR JUNG NATIONAL INSTITUTE FOR
THE HEARING HANDICAPPED****BOMBAY**

(An Autonomous Registered Society under the Administrative Control of Ministry of Welfare, Government of India).

Invites applications for the following posts :

S. No.	Name of the Post	No. of Posts
1.	Dy. Director (Admn.)	1
2.	Accounts Officer	1

Minimum Qualifications

For Post at Sr. No. 1

- (i) Bright academic record with Degree in Arts, Science, Commerce, Management etc.
- (ii) Atleast 10 yrs, experience in personnel work, recruitment, purchase of stores, etc. out of which 5 yrs. should be in a senior administrative position in a Govt., Semi-Govt. Corporate Sector with knowledge of Go practices and procedure.

Note : Qualifications are relaxable at the discretion of the Selection Committee in the case of candidates otherwise well qualified.

For Post at Sr. No. 2

- (a) SAS Qualification.
- (b) 5 yrs. experience as Jr. Accounts Officer, or Section Officer in Accounts Department.

Pay Scale

		Total Initial Emoluments
1.	For Post at Sr. No. 1	Rs. 3700-5000/- Rs. 5,615.00
2.	For Post at Sr. No. 2	Rs. 2375-3500/- Rs. 3,614.00

Age Limit

For Post at Sr. No. 1 : Not exceeding 45 years.

For Post at Sr. No. 2 : Not exceeding 40 years.

Age is relaxable by five years in case of Scheduled Caste/Scheduled Tribe candidates & Govt. employees. Candidates employed in Government/Semi-Government Services, should forward their applications through proper channel.

Applications giving full details such as Name in full, postal address, Date of birth, Educational Qualifications with zerox copies of certificates, details of experience should be forwarded to the Director, All Yavar Jung National Institute for the Hearing Handicapped, Opp. Telephone Exchange, K.C. Marg, Bandra Reclamation, Bandra (West), Bombay 400 050, with 15 days from the date of appearance of the Notice in newspaper. Incomplete applications will not be considered.